



St Mary's Church of England Primary School and Nursery, Writhlington  
- Be the Best You Can Be -



## Geography Policy

### Rationale

All school policies form a corporate, public and accountable statement of intent - it is very important to create an agreed whole school approach so that staff, children, parents, governors and other agencies have a clear understanding and shared purpose. This policy is the formal statement of intent, implementation and impact for Geography at St Mary's C of E Primary School. It outlines how we teach to inspire pupils' curiosity and fascination about the world and its people.

### Introduction

Geography is the study of places, people, resources and natural and human environments. Geographical enquiry teaches pupils to learn about their immediate surroundings, the broader world and how the environment can affect their lives and inform decision-making in an ever-changing and dynamic world. The study of Geography at St. Mary's enables our pupils to develop a sense of identity whilst promoting responsible citizenship.

### Aims

Here at St. Mary's Primary, it is our aim to instill a love of Geography in all our children. We aim to provide a high-quality geography curriculum that fulfils the requirements of the National Curriculum. Following the introduction of the revised National Curriculum in 2014, the emphasis for our pupils has been to ensure that all children:

- Obtain geographical understanding, skills and knowledge about diverse places, people, resources and natural and human environments and create a growing knowledge of the world.
- Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

It is important that the children at St. Mary's are provided with a broad, balanced and differentiated curriculum which ensures the progressive development of geographical concepts and knowledge and skills. It is essential that we deliver a varied curriculum that inspires in pupils a curiosity and fascination about the world we live in, whilst meeting the needs of all backgrounds, cultures and abilities.

### Teaching and Learning

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the school. Geography is taught as part of a half-termly topic and at St. Mary's, we ensure that it is given the same importance as core subjects, as we strongly feel that it is essential in enabling all children to gain 'real-life' experiences. To enable our children to meet the intentions of the Geography Curriculum, lessons are delivered through inspiring topics, and wherever possible, link to other areas of the curriculum to deepen knowledge and understanding. We aim to make learning meaningful for our pupils.

At St Mary's School, we have mapped our curriculum to ensure progression in knowledge and skill for all pupils.

Teachers are responsible for:

- Mapping intent and content by creating 'Knowledge Organisers' for each topic taught where children have access to key knowledge and vocabulary
- Creating inspiring displays throughout the school
- Planning a variety of approaches to ensure there is continuity and progression, always building on children's prior knowledge and skill
- Organise differentiated tasks for children which provide appropriate challenge for all abilities
- Provide the opportunity for children to ask and answer geographical questions as well as discussing topical issues
- Allow individuals and groups to communicate their findings in a variety of ways including the use of computing
- Providing feedback to the children in accordance with the school policy and offer challenge in the feedback where appropriate and ensure progression and mastery of knowledge and skills
- Planning and providing opportunities for fieldwork

At St Mary's C of E Primary School, our children will be taught a range of knowledge and skills in both Key Stage One and Key Stage Two. Both key stages will focus on locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

### **Geography in the Early Years Foundation Stage (EYFS)**

Development Matters in the Early Years Foundation Stage is a non-statutory document that guides our practitioners and teachers to implement the statutory requirements of the EYFS. Geography can be contextualised under the 'Understanding the World' area of learning and development with the aim that all children will:

- Know about similarities and differences between themselves and others, and among families, communities and traditions
- Know about similarities and differences in relation to places, objects, materials and living things
- Talk about the features of their own immediate environment and how environments might vary from one another

### **Geography in Key Stage 1**

At St Mary's, children in Key Stage 1 are taught the following skills and knowledge:

#### **Locational knowledge**

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

#### **Place knowledge**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### **Human and physical geography**

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

### Use basic geographical vocabulary

- To refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- To refer to key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop

### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

### Geography in Key Stage 2

At St Mary's, children in Key Stage 2 are taught the following skills and knowledge:

#### Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

#### Human and physical geography

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

#### Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Through effective teaching, we intend our pupils to gain a greater understanding and knowledge of the world, and provoke thought and encourage children to question and discover through exploration and research. We provide

rich educational visits that enable further opportunity to learn outside of the classroom; such as visiting a city zoo, a seaside aquarium and the famous Dorset Jurassic coastline at Durdle Door. Our aim is to promote cultural capital in all pupils that attend St. Mary's in order to allow them to develop a rich vocabulary and equip them with the skills they will need to succeed.

### **Inclusion**

All children at St Mary's C of E Primary School are entitled to a quality of provision that will enable them to achieve their potential. Teachers will identify potential barriers, plan to address these, and will have high expectations for every pupil. Children who have Special Educational Needs and or Disabilities are supported in line with their individual 'My Plan', which outlines the support required so pupils can study all aspects of the Geography curriculum, including participation in fieldwork, offsite visits and residential trips. An individual risk assessment may be required. Statutory advice on 0-25 Special Education and Disability Code of Practice is always adhered to and overseen by the school SENDCo.

### **Marking & Feedback**

Work that children produce is marked against the success criteria for each lesson and in line with the school marking policy. Feedback is provided to children, either verbally or through written marking, and may include next steps, where appropriate. Photographs may be used during fieldwork to evidence learning.

### **Assessment**

At St Mary's C of E School, we use an online assessment tracking system called 'Insight' to monitor progress and attainment against the National Curriculum objectives. Formative assessment is obtained in a variety of ways including;

- Effective questioning
- Observing and marking work
- Self and peer assessment

Insight is interacted with regularly by teachers to ensure that children are making appropriate progress in line with the National Curriculum objectives. At the end of each topic, children complete 'POP' tasks (proof of progress tasks), in order to assess their understanding and retention of learnt information. Summative assessment takes place 3 times per academic year and informs planning and teaching.

### **Monitoring Teaching and Learning**

Monitoring within the school is undertaken by the Subject Leader, the Senior Leadership Team (SLT) and the Governing Body. Monitoring of Geography is planned for by the SLT and is shared with all staff on the whole school monitoring schedule. Monitoring takes place in the following forms;

- Learning walks
- Formal lesson observations
- Planning scrutiny
- Book scrutiny
- Moderation

Any areas for improvement or CPD requirements identified are shared with staff quickly so that changes can be made effectively. External monitoring in raising standards is conducted by the School Improvement Partner and OFSTED.

### **Parental Involvement**

Two parent-teacher consultations are held during the academic year and a full annual report is also provided for parents/carers. Parents are often invited into school so children have the opportunity to share their learning.

Projects are also shared with parents so that learning can be extended and supported at home. Class newsletters are sent home termly and school newsletters are issued bi-weekly that inform parents about learning. Where appropriate, parents are also invited to attend school trips. Photographs of learning activities and information about the *Geography* curriculum, including knowledge organizers are also shared on the school's website and Facebook page.

**CB – December 2020**

**Geography and History Lead**